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ABSTRACT

This resource packet contains materials and suggestions to integrate National Geography Awareness Week for 1987 and 1988 into elementary and secondary education in Texas. The materials for 1987 include: (1) a pamphlet for a balloon release; (2) a collection of ideas for student activities; (3) a description of two field experiences; (4) a geography trivia contest; (5) directions for making a paper mache globe; (6) a duplicating master of the continents; (7) a collection of numerous foreign language words and phrases; (8) a research project called "Passports to the World"; and (9) suggestions for integrating geography into the elementary curriculum. The 1988 activity ideas contain suggestions for schools as well as community activities for students. Suggested school activities include a poster contest, the preparation of international foods, a trivia contest, treasure hunt, bike rally, geography mural, geography fair, and other school-wide activities. Community activities for students include writing local proclamations, speaking to the city council, addressing the school board, and promoting a community campaign for geography awareness. (DJC)

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GEOGRAPHY AWARENESS WEEK
ACTIVITY PACKET

1987 and 1988

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A collection of activities prepared by the
Geography Awareness Week steering committee,
Texas Alliance for Geographic Education, for
use in celebrating Geographic Awareness in
elementary and secondary classrooms in the
State of Texas. Be Creative! Have Fun!

SO 019 740

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GEOGRAPHY AWARENESS WEEK
ACTIVITY PACKET

November 15-21, 1987

Sponsored in Texas by the
Texas Alliance for Geographic Education &
National Geographic Society

GEOGRAPHY AWARENESS WEEK

Make Geography Awareness Week a reality! November 15-21 has been designated as national Geography Awareness Week in joint resolutions introduced into the House of Representatives and the Senate this past spring. Senator Bill Bradley, D-NJ; Senator Robert Stafford, R-VT; and Representative Leon Panetta, D-CA have introduced Senate Joint Resolution 88 and House Joint Resolution 195 to direct national attention toward the revival of geography.

To designate the period commencing November 15, 1987, and ending November 21, 1987, as "Geography Awareness Week".

Whereas the United States of America is a truly unique nation with diverse landscapes, bountiful resources, a distinctive multiethnic population, and a rich cultural heritage, all of which contribute to the status of the United States as a world power;

Whereas geography is the study of people, their environments, and their resources;

Whereas, historically, geography has aided Americans in understanding the wholeness of their vast nation and the great abundance of its natural resources;

Whereas geography today offers perspectives and information in understanding ourselves, our relationship to the Earth, and our interdependence with other peoples of the world;

Whereas 20 percent of American elementary school students asked to locate the United States on a world map placed it in Brazil;

Whereas 95 percent of American college freshmen tested could not locate Vietnam on a world map;

Whereas 75 percent of Americans responding to a nationwide survey could not locate El Salvador on a map, while 63 percent could not name the two nations involved in the SALT talks;

Whereas over 20 percent of American teachers currently teaching geography have taken no classes in the subject and, therefore, do not have the training necessary to effectively teach geographic concepts;

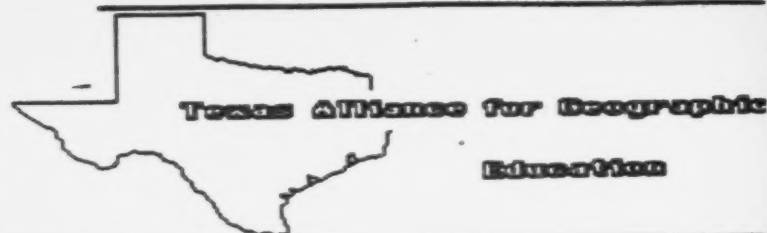
Whereas departments of geography are being eliminated from American institutes of higher learning, thus endangering the discipline of geography in the United States;

Whereas traditional geography has virtually disappeared from the curricula of American schools while still being taught as a basic subject in other countries, including Great Britain, Canada, Japan, and the Soviet Union,

Whereas an ignorance of geography, foreign languages, and cultures places the United States at a disadvantage with other countries in matters of business, politics and the environment;

Whereas the United States is a nation of worldwide involvements and global influence, the responsibilities of which demand an understanding of the lands, languages, and cultures of the world;

Whereas national attention must be focused on the integral role that knowledge of world geography plays in preparing citizens of the United States for the future of an increasingly interdependent and interconnected world: Now, therefore be it *Resolved by the Senate and House of Representatives of the United States of America in Congress assembled*, That the period commencing November 15, 1987, and ending November 21, 1987, is designated as "Geography Awareness Week", and the President is authorized and requested to issue a proclamation calling upon the people of the United States to observe such week with appropriate ceremonies and activities.



Co-Coordinator:

Richard G. Boehm
Department of Geography, Southwest Texas State
University, San Marcos, Texas 78666
Sarah Witham Bednarz
Department of Geography, Texas A&M University
College Station, Texas 77840

Geography Awareness Week Regional Coordinators:

Austin: Ruth Ann Donges/409 Blackberry
Dr./Austin 78212 OR Nancy Lehmann-
Carssow/Lanier H.S./1201 Peyton Gin Rd./ Austin
78758
San Marcos: Mary Alvirez/1707 Aquarena Springs
*230/ San Marcos 78666
San Antonio: Paula Moore/ Alamo Heights H.S./
6900 Broadway/San Antonio 78209
Dallas/Fort Worth: Pat Hardy/Castleberry
H.S./215 Churchill Rd./Fort Worth 76114
Houston: Jennifer Pina-Smith/Memorial H.S./935
Echo Lane/Houston 77024
Brazos Valley: Jennifer Bergland & Rebecca
Joseph/S.F.A./801 South Ennis St./Bryan 77802

Many thanks to all who participated in the GAW Steering Committee:

Pat Hardy, Jennifer Bergland, Jennifer Pina-Smith, Paula Moore, Nancy Lehmann-Carssow, Ruth Ann Donges, Mary Alvirez, Debbie Lange, Debbie Robertson. Thanks also to Kathie Patterson and Susan Csaszar for their support and suggestions, and Mark Bockenbauer and Joe Ferguson from Educational Media at the National Geographic Society.

Geography Awareness Week Balloon Release

Up, Up & AWAY

One way to celebrate Geography Awareness Week with classrooms all across the state of Texas is to participate in the Balloon Release Project. Here is the plan:

1. Fill out the order form below and mail by October 26 to either your regional GAW coordinator or to the State coordinator [Address at front of packet]. You will receive the materials necessary to carry out this activity.

2. You will receive the number of Geography Awareness balloons you ordered, and four bumper stickers that read: **Without Geography, You're Nowhere.**

•Contact your school district public relations director and inform him/her of your activity. Ask if they will coordinate radio/t.v./newspaper publicity for the balloon release.

3. Develop with your classes an insert to be placed in the balloons prior to blowing them up. This is a suggestion:

Greetings from Mrs. Mikesell's 3rd. Pd. Geography Class!
Humboldt Jr. High / 555 Carl Sauer Blvd. / Berry, Tx. 77855
If you find this, please return it to us with your
name and address, & where you found the balloon.
We'll send you a neat prize.
Remember: Geographers know where it's at.

•Let student's decorate the balloons with additional slogans, maps, artwork etc. Use this phase of the activity to emphasize to students the value and utility of knowing WHERE places are and WHY they are where they are, that is, the value of geography.

•Have students write letters to their parents telling them about the project.

4. Blow the balloons up and attach string tails. Use local community resources to obtain free or inexpensive helium. Ask a balloon store for the use of their tanks in exchange for the publicity. This is best done the day before the release, that is, on Thursday, November 19.

5. Release the balloons on Friday, November 20, to culminate Geography Awareness Week. Schools all over Texas will be doing the same thing on the same day. Try to release the balloons dramatically:

•On the playground during recess

•From the school courtyard during Lunch

•From the parking lot of your town mall after school.

Invite the media to attend. Ask students to prepare statements to give to reporters about what geography means to them.

6. Now, wait.

•Ask students to predict where the balloons will land. Have them map probable areas of descent. Check usual wind patterns and velocities in your region.

•Have students use map scales to measure distances between your school and local towns and landmarks where the balloons may land.

7. As the balloons are returned to you, prepare a map showing their point of return. Mail out the bumperstickers to the returnees.

•Students can practice their writing skills by sending letters to accompany the stickers.

•Should you need more bumperstickers, please contact an Alliance or regional GAW coordinator.

Name _____

School _____

School Address _____

Phone # _____

Number of classes participating _____ Total number of balloons needed _____

Each class will receive 4 bumperstickers and 1 balloon/student as supplies last.

A Potpourri of Ideas With Which to Celebrate Geographic Awareness!

Here is a collection of ideas briefly sketched that you could use to celebrate Geography Awareness Week:

1. The week before Geography Awareness Week, have students create the **flags of various nations**. Suggested materials: construction paper, scraps of material. Put signs up that simply say: **It's Coming.....** and hang a few flags around these. Place these displays throughout your school and in your community.
2. **Make geography bulletin boards**. Involve students. Use the five themes of geography as a starting point. Decorate any and all showcases in your school or the central administration building for your district with a **collection of treasures or heirlooms from foreign countries**. Offer your students extra credit to bring these items in. Label them with the name of the country and the name of the student responsible for the loan. As a backdrop show a world map with the location of each nation represented.
3. During Geography Awareness Week cover the halls, doors and classrooms with **banners and signs displaying common expressions in a variety of languages**. See the Languages of the World Activity for suggestions or use library books e.g. Native Tongues by Charles Berlitz, Grosset and Dunlap, New York, 1982.
4. Assign students to make **road signs** and place them at intervals throughout your school or stack them on a pole. Let students determine the distance from your town to various locations in miles and/or kilometers.
5. **Create spirit banners** for school athletic teams in a variety of languages throughout the fall. Use banner programs for the computer or assign this as a group project for students to create after school using butcher paper. Coaches might find this a particularly interesting approach. Discuss the sports most popular in various regions of the world e.g. soccer in Europe and Latin America, baseball in Japan and Taiwan, rugby in Australia and New Zealand etc.
6. Survey your classes to determine their **family's roots**. Display a large map of the world and by using yarn and/or little flags, note the countries from which your student's ancestors migrated. Depending on your location and class assignment, this activity can be modified. In the American History classroom use a map of the United States and note the point of original settlement of the student's family before they located in Texas.
7. A long-term, all-Fall project which would indeed keep student's geographically aware is to **follow the travel of a favorite sports team** on a large map of the U.S. Ask individual students or teams to take responsibility for tracking the team. Note where the team is traveling to. Use yarn the color of the opposing team to mark their visits to the home stadium.
8. Use the **daily announcements** to draw attention to geography during the week of November 15-21.
 - Have a mind-twisting *Geography Fact of the Day*. A team of students could develop these. Or use some of the Geographical Trivia questions.
 - Have each announcement begin with a greeting in a different language, and a brief summary about that nation e.g. "Mabuhay! That's hullo in Tagalog, the language of the Philippines, a

collection of islands in Southeast Asia. The Philippines was a colony of Spain for 300 years, then of the United States until 1946. Today they are trying to establish democracy through the leadership of a woman president, Corazon Aquino." Ask students to pick countries to develop one minute blurbs on.

•Invite foreign exchange students to speak briefly in their native language about their country as above.

9. Use **puns** to excite geographical curiosity. On the blackboard write:

Did you hear about the kid who ran away from home because his
Dad was Peking on him? Where would he NOT have gone?

10. Invite **guest speakers** to come to your class during the week to speak about different regions of the world.

•Foreign exchange students within your school district.

•A colleague/parent/community member who has lived abroad.....Peace Corps volunteers, missionaries, dependents of servicemen, tourists etc.

•Students/Faculty from a nearby college or university. Call their International Student coordinator for suggestions.

11. Use the **school newspaper** as publicity for GAW. Have your students write articles or letters to the paper about the importance of geography. Ask the newspaper sponsor and editor to headline your activities for the week, write articles about exchange students, world interdependence, include a geography trivia contest feature etc.

12. Have students **write letters to your local newspaper** about Geography Awareness Week. Many papers have a Reader's Page where articles are solicited from the public. Get some free positive publicity for you, your students, the school district and geography.

13. Make one day during GAW a **costume day**. Have groups of students pick regions of the world they are interested in and research typical dress for these places. Elicit parent support and have students come dressed as they would if they lived in their region. Ask the students to explain the significance of the clothes, and how geography affects the style, choice of materials etc. Take pictures!

14. Read **fairy tales/short stories from foreign nations**. Contact your public library for a list of suggestions or see a foreign language teacher. They often use simple children's stories for first and second year classes. Ask a native speaker to read a paragraph, then read the same paragraph in English. Have students identify on a world map where that language is spoken. Discuss the cultural differences in the stories, if any. Do animals make different noises in different languages?

<u>LANGUAGE</u>	<u>DOG</u>	<u>CAT</u>	<u>BIRD</u>
English	bow-wow	meow	chirp-chirp
French	ouah-ouah	miaou	cui-cui
Italian	bau-bau	miao	chip-chip
Spanish	jau-jau	miau	chiu-chiu
German	haff-haff	miau	piip-piip
Russian	gaf-gaf	myau	tyu-tyu
Chinese	wu-wu	mao	tu-tu
Japanese	wau-wau	n'yao	pi-pi

15. Have ethnic food for school lunches during Geography Awareness Week.

- Contact your district Food Services Director for assistance. There are many foods commonly served in cafeterias that are associated with foreign nations or regions of the United States e.g. Italian spaghetti, Mexican tacos, German "frankfurters", New England baked beans, Southern fried chicken, Texas chili, California tossed salad. Capitalize on these. Have the week identified on the lunch calender. Ask students to identify on a map the origin of the cuisine being consumed.
- Have students interview the cafeteria staff to determine where the food served in the cafeteria comes from e.g. Arizona lettuce, Georgia peanut butter, Wisconsin cheese. Map the results.
- Invite parents and/or students to prepare ethnic specialties to serve during GAW. Include your principal on the guest list. Ask students to consider why regions of the world eat different kinds of food. Is it a function of preference, custom, economics, availability, physical factors such as soils and climate or a combination?

A Field Experience

It wasn't too long ago that geographers were real explorers and trailblazers, going where no man or woman (at least no European man or woman) had gone before. Doing field work is still an important part of geographic research, and may be an excellent way for your classes to celebrate Geography Awareness Week.

These two field experiences were adapted by Ruth Ann Donges, Austin I.S.D., based on field trips she participated in during the National Geographic Society Summer Institute, 1987.

An Urban Field Walk

Purpose:

- to gain knowledge of historical and geographic influences on a city.
- to compare and contrast different sections or "regions" of a city.
- to determine the factors that influenced the growth and/or decline of the city.
- to make inferences about how the physical geography of the land affected the progress of the city.

Preparations:

If a whole grade level is participating, the following arrangements should be made:

- Organize groups of 8-10 with a parent volunteer for each group. Use high school or college geography students as volunteers if parents are a scarce resource.
- Provide each student with a map of the area to be investigated. The map should have a beginning point (A.) and an ending point (B.) labelled on it.
- Designate a time for reaching the end point (B.)
- Three or four different routes from Point A to Point B should be outlined so that groups will not overlap.
- In addition to the map, each student should have a notebook, pencil, and the list of items that will be observed.
- Designate one member of each group as Recorder but emphasize that every student will make notes to help complete the exercises due at the end of the walk.
- Do the walk yourself. For each item you want students to observe, identify the specific site you and your volunteers will stop students. Ask yourself: What do I expect them to see? What will I point out? What terms and concepts will I use to help them make sense out of what they are seeing? Be sure to encourage students to speculate on the causes and implications of the patterns you are observing. Look beyond the physical forms to the underlying historic, economic, social--i.e., geographic--influences that have shaped and are currently shaping the urban landscape.

Activities:

Elementary: On the Urban Field Walk, look for the following:

- a) Observe both sides of each block and make comparisons of design, size, condition etc. of the buildings.
- b) Watch for vast differences in any of the categories mentioned above. What's causing the difference?

- c) Look for signs of cultural changes or patterns of any type. Different styles of houses? Colors? Churches? Restaurants?
- d) Look at the types of activities that exist in a given area. Are different parts of the city used for different purposes? Is there a pattern or is it random?

Secondary: Do #1 and any three of #2 through #7:

1. Identify examples of landscape change and dynamics, including:
 - contrast of old and new downtown retail activities,
 - old buildings with new functions,
 - decay, neglect or abandonment,
 - small scale, incremental renewal or development,
 - large scale redevelopment.
2. Identify functional areas where activities in different buildings are related e.g. hospital with pharmacies, medical labs, uniform stores etc. adjacent.
3. Cite examples of gradual transitions between different landscapes.
4. Find examples of sharp breaks between different landscapes.
5. Note any symbolism in the architecture of governmental and other buildings.
6. Recognize landmarks that help give identity and structure to areas of the city e.g. River Walk, San Antonio, a school, or well-known store, water tower etc.
7. Seek expressions of ethnic identity and social diversity in the landscape.

A Biogeographical Field Trip

Purpose:

- to encourage students to become aware of the way that geography influences the types of plants, and animals that exist within the ecosystem.
- to find patterns that exist within ecosystems and biomes and if there are patterns, to determine why i.e. WHERE and WHY, the two big geographical questions.
- to foster a curiosity that will encourage students to be more geographically observant, aware and interested in the important role geography has played in our historical and scientific past.

Background: WHAT IS BIOGEOGRAPHY?

- the study of the distribution of plants and animals over the surface of the earth;
- the relationship between humans and the biomes in which they exist.

COMPONENTS of BIOGEOGRAPHY:

- Identification of plant and animal species and their habitats: small scale to large scale, populations to biomes
 - Distribution. Patterns? Factors limiting distribution: climate, latitude and elevation, soil types, availability of water, food, sunlight, shelter, barriers e.g. mountains, deserts, seas etc., migration, extinction, colonization of new territory, competition from other species, human factors e.g. habitat reduction/destruction, introduction of foreign species.
 - Carrying capacity: population that is sustainable on a given parcel of land considering nutrition, water, and shelter.
 - History: changes in distribution over time.
- ALL OF THIS CAN BE MAPPED.

Activities:

- I. This can be done around the school campus.
 - Choose any building.
 - Have students observe it closely.

- Students should draw a map showing the building and all vegetation in the immediate vicinity of the building.
- Examine the different types of vegetation and label the map where they are found. Make a legend to identify the items mapped. Note places where plants seem to grow either much larger or much smaller than the same kinds of plants in other places around the building. Speculate on the cause(s) of this.
- Have students find and mark on their maps places where the number of plants in an area is either very small or very high or where nothing grows. Ask them to hypothesize on the reason(s) for this.
- Look for signs of different populations in different areas e.g. signs of ants in area where grass is thin; spiders in tall grass.
- Map all animal signs e.g. tracks, droppings, webs, mounds, holes, skeletons, feathers, skins, grass eaten very short, bark chewed from trees, beaver dams.
- Determine what direction the building faces.
- Make inferences about why the building was so placed.
- Make inferences about why the vegetation and animal life exists as it does in each particular place.

2. Similar activities can be done in any nature trail or park-like setting. Be sure students:

- Observe
- Map
- Note patterns
- Speculate/Hypothesize/Infer.

Geographical Trivia

Yes, geography is much more than trivial facts such as what is the largest Great Lake, and where is the smallest strait in the world, and what place claims to be the hottest place on earth etc. But sometimes trivia can excite a young mind to explore further, to question WHY about these WHERE's and then.....we have exciting geography.

SUGGESTED USES FOR GEOGRAPHICAL TRIVIA:

- Beginning class activity to provide focus and motivation.

List several questions on the board or overhead to draw students attention to geography. Provide resources with which they can search for answers

- Competition between students.

*In your own classes. Girls vs. boys, by grade level, by age, one class period against another class period.

*Other geography teachers in your school. Offer mini-prizes [pass for one free test question; pass for one late homework assignment etc.] for high scores, either individually or by team.

*Challenge classes in nearby schools. Prepare an after school contest, your best and brightest vs. a rival school's crack team, during Geography Awareness Week.

- Sponsor a trivia contest in the school newspaper.

*Questions on one page, answers elsewhere OR

*Pose questions, prepare an answer box in a heavily traveled area of school, and have students submit their entries. Draw several from the box at the end of GAW and offer small prizes for winners with correct answers.

- Questions on a floating sign on the school premises.

- Questions, weekly, on the school marquee.

- Encourage students to develop their OWN geographical trivia question sets.

*Using contemporary music: places mentioned in songs, or where different rock groups are from

*Using sports e.g. What American city has both a baby and an adult sports mascot? [Ans. Chicago--Cubs and Bears].

*Using current events and newspapers.

QUESTIONS:

1. What is the only nation crossed by the Equator and the Tropic of Capricorn?
2. What is the official language of Brazil?
3. What hand do Arabian desert nomads NOT eat with?
4. What three colors are in the French flag?
5. What is the largest city in Africa?
6. What is the world's largest coral reef?
7. What is the notable rocky island in San Francisco Bay?
8. What city was the first home of the Statue of Liberty?
9. Where are forty-seven czars buried?
10. What is the southernmost state of the United States?

11. What African city is built on gold?
12. What peninsula do Spain and Portugal share?
13. What nation enjoys the status of the United States #1 trading partner?
14. What desert embraces the sunniest spot on Earth?
15. What is the world's warmest sea?
16. What ocean is almost half the size of the Pacific?
17. What two countries border the Dead Sea?
18. Where does a car with a sticker bearing the letters CH come from?
19. What country boasts the southernmost point in continental Europe?
20. What three European nations begin with the letter A?
21. What country is the largest per capita consumer of beer?
22. In what nation are there eleven time zones?
23. What U.S. state receives the least sunshine?
24. What fabled area touches the coast of Florida, Bermuda and Puerto Rico?
25. What four countries boast half the world's population?

A wonderful source of clever trivia questions is the Everything is Somewhere Geography Quiz Book by Jack McClintock and David Helgrin, © 1986 William Morrow, New York.

ANSWERS:

1. Brazil
2. Portuguese
3. Left hand. The other is for personal cleanliness.
4. Blue, white and red.
5. Cairo
6. The Great Barrier Reef off the coast of Australia.
7. Alcatraz
8. Paris
9. The Kremlin, in Moskva.
10. Hawaii. Check the latitude.
11. Johannesburg. Large veins of gold run under the city. Gold is the economic base of the city as well.
12. Iberian Peninsula, where the rain falls mainly on the plain.
13. Canada. #2 is Mexico, #3 Japan.
14. The sunny Sahara.
15. The Red Sea.
16. Atlantic Ocean.
17. Israel and Jordan.
18. Switzerland.
19. Spain, although Gibraltar, owned by the U.K., might qualify, in which case the correct answer would be the United Kingdom. But don't be too trivial.
20. Albania, Andorra and Austria.
21. West Germany, although Belgium runs a very close 2nd.
22. Union of Soviet Socialist Republics.
23. Alaska.
24. Bermuda Triangle.
25. China, India, USSR and the USA.

Paper Maché Globe



What better way to draw attention to the world around children and young adults than to have them create a model of it with paper maché? This activity was developed by Janet D. Porterfield, New Jersey Alliance for Geographic Education.

Purpose:

- To become aware of the shapes and locations of the seven continents and the four oceans
- To see the shape of the world as a sphere
- To be able to locate the equator and the Northern and Southern Hemispheres.
- To be able to locate the North and South Poles.

Vocabulary:

sun, earth, globe, sphere, rotation, revolve, axis, tilt, continent, ocean, equator, Northern Hemisphere, Southern Hemisphere, North American, South America, Europe, Asia, Africa, Australia, Antarctica, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean.

Supplies:

round balloons
newspaper strips-- 1/2" or less wide, torn, not cut, on bias, about 6" long
wheat paste and bucket
blue and green tempera or poster paint and egg cartons for paint
brushes
cans and water
black marker -- "Sharpie" permanent with fine tip
aprons
newspapers for tables
rags to clean brushes

Directions:

1. Blow up balloons and knot twice.
2. Place torn newspaper strips in wheat paste and pull out by wringing out between fingers. You don't want them too wet.
3. Apply these newspaper strips by overlapping sides and ends and tear where they do not lay smooth.
4. Apply 2nd., 3rd., and 4th. coat is needed, crossing over previous layer of strips.
5. Allow this to dry thoroughly. Have each student label his/hers with tape since they all look alike at this stage.

**Students may work in groups of 5-6 for approx. 20-25 minutes with 10 minutes for clean-up. Sometimes 5 groups at a time work well depending on the mood of the class, and teacher. This project has worked well while Ms. Porterfield met with reading groups.*

6. Cover the area where the balloon knot shows.
7. When dry, draw in the location of the continents. See the patterns provided. These may be enlarged to fit the size of the "globe".
8. Apply green paint for the continents and when thoroughly dry apply the blue paint for the oceans.
9. When this is dry, label the continents, oceans, equator, North and South Pole, your approx. location etc.
10. Use a paper clip that has been opened to poke a hole in the top of the globe and bend it so that it can be used as a holder.

**Ms. Porterfield hangs her class projects on a clothes line and keeps them up as a globe-mobile for the entire year.*

11. This activity can be organized by work stations. See the accompanying sheet for details.

Extension Activities:

These globes can be used additionally to:

- Understand geographical places and their relative location.
- Understand direction.
- Understand the relationship of climate to geographical location.
- Learn to read a globe.
- Learn to use geographical maps and other resources.
- Learn how the earth rotates and revolves.
- To be aware of the tilt of the earth, and the causes of seasons.
- To build a geographical vocabulary.





Papier Mache Globes

The following are examples of description cards to be placed at each station. 3X5 cards may be used.



Station #1

1. Blow up balloon.
2. Tear newspaper strips.

Supplies: balloon, newspapers

Station # 2

1. Make papier mache paste.
2. Blow up balloon.
3. Place 1st. layer of strips.

Supplies: apron, water, bucket, balloon, wallpaper paste, newspaper strips

Station #3

1. Cover globe with 2nd. layer of strips.

Supplies: newspaper strips, smock, bucket, paper mache powder

Station # 4

1. Draw continents.

Supplies: sharpie pen, references, handout with continents.

Station #5

1. Color in blue ocean.

Supplies: blue paint, brushes, egg carton, globe w/continents, can of water, rag.

Station # 6

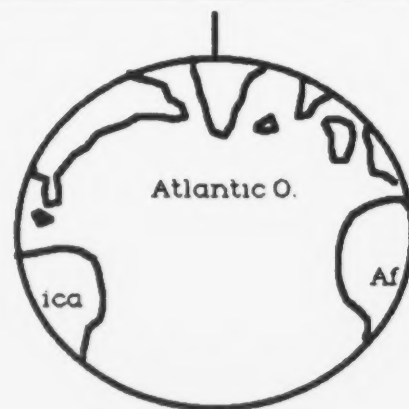
1. Color in green continents.

Supplies: green paint, egg carton, brushes, can, water, rags.

Station #7

1. Label continents and oceans.

Supplies: black sharpie pen, book, globes, maps and references.



THE CONTINENTS:



Europe



Asia



South America



Africa



North America



Australia



Antarctica

Languages of the World

In several of the activities listed in this packet are suggestions for bulletin boards/banners/door decorations/labels etc. in other languages. Here is a collection of useful phrases in different languages for use during Geography Awareness Week compiled by Bill Sands, Dime Box High School, using foreign students at Texas A&M University. Be creative and have fun!

LANGUAGE	BOY/GIRL	ON/OFF	HULLO	GOODBYE	HOW ARE YOU?	I AM FINE
Swahili KENYA	mvulana msichana		Jambo!	Kwaheri!	Habari ngangi?	Mimi ni mzima
Pa-Sa-Thai THAILAND	dek-pu-child dek pu-ying	pert pid	sa-was-dee	la-kaung	sa-bai-dee-mai?	sa-bai-dee
Mandarin CHINA	sao-lan sao-lu	kay guan	lin-huao	zhui-jian liang-hao	lin-hao-ma?	gan-giou-
Malay MALAYSIA	lelaki perempuan	buka tutup	Hai!	Selamat Ting	Apa khabar?	Khabar baik
Spanish VENEZUELA	niño niña	prendido apagado	hola!	chao!	¿Como estas?	Estoy muy bien.
Indonesian INDONESIA	pukia pukii	nyala mati	halo tingagal	selamat	Apa kabar?	Baik-baik saja
Turkish TURKEY	erkek kiz	acik kapali	merhaba	allaha- ismakladik	Nasilsiniz?	Ben iyiyim
Arabic SAUDI ARABIA	walad bintt	look tarak	marhaba	ma alsalama	Kade halak	Mabsouf
Korean KOREA	sonyeon sonyeo	jeom-dung so-dung	ahn-nyeong	jal-it-uh-yo	Ahn nyeong hah-se-yo	Jo-a-yo
Japanese JAPAN	otokonoko on-nanoko	tsukero kesu	Konichiwa!	Sayanora	Gokigen ikagadesuka?	li desuyo
Portuguese BRAZIL	menino menina	ligado desligado	Alô	Até logo	Como vai você?	Eu estou bem.
Hausa -NIGER-	yáro yarínya	kunnee akaashe	Kaana lahiya	Say andjima	Yaya kaakée	Inna lahiya

MORE COMMON EXPRESSIONS:

<u>Language</u>	<u>Excuse Me</u>	<u>Please</u>	<u>Thanks</u>	<u>Yes</u>	<u>No</u>	<u>Good</u>
French *final n nasal	Pardon*	S'il vous plait	Merci	Oui	Non*	Bon*
Spanish	Perdón	Por favor	Gracias	Si	No	Bueno
German	Verzeihung	Bitte	Danke	Ja	Nein	Gut
Hebrew	Slihah	Bevakashah	Todah rabah	Ken	Lo	Tov
Russian	Izvanít'yeh	Pazhál'sta	Spasíba	Da	N'yet	Harashó
Chinese	Shieh kuang	Ching	Doh shieh	Shih	Boo shih	Hao
Japanese	Moshi moshi	Dozo	Arigato	Hai	Iyé	Yoi
Hindi (INDIA)	Muaf karna	Merher-bani-seh	Danyavad Shukria	Han*	Nahin?*	Bahut

SCHOOL RELATED EXPRESSIONS:

<u>Language</u>	<u>Map</u>	<u>Book</u>	<u>Teacher</u>	<u>Student</u>	<u>Homework</u>	<u>Geography</u>
Swahili	upicha	kitabu	mwalimu	mfunzi	kazi ya myumbani	Duni
Thai	phan-tee	nung-seur	khun-khoo	nank-liean	karn-ban	pu-mi-sart
Malay	peta	buku	guru	pelajar	kerjarumah	geografi
Spanish	mapa	libro	maestra	alumno	tarea	geografía
Indonesian	peka	buku	guru	murid	pekejaan nemak	ilmu bumi
Turkish	harita	kitap	öğretmen	öğrenci	ödev	cografya
Arabic	kharta	kitab	moallem	taleb	wabheihei	geographia
Korean	ji-do	chak	seon-sang-nym	hak-sang	suk-je	ji-ri-hak
Japanese	chizu	hon	sensei	seito	shukudai	chirigaku

Language	Map	Book	Teacher	Student	Homework	Geography
Portuguese	mapa	livro	professor	estudante	deveres	geografia
Hausa	hootonkaasa	bookoo	muché-dan	makaranta	aiikin guidaa	kaaradún kassa

Ideas:

- Ask students to map the regions of the world where these languages are spoken.
- What is a language family? In what family of languages is each of the above? Ask students to speculate on the diffusion of these languages, that is, how did they spread throughout the world?
- Challenge students to find similarities between languages. Which languages are very different? Why?
- Can students see any words we use in English from other languages? e.g. karta in Arabic = cartographer.

This is an activity that can be used to acquaint students with different nations of the world through role playing, research, synthesis and game playing. Adapt it to any age and ability level. Use as many components of the activity as you wish.

FIRST: Students pick their nation.

- Pick names of nations from a hat. Give students overnight to research a little about their nation. Draw their attention to the index of National Geographic Magazine as an excellent source of information about their draw. At the beginning of class the next day, have a two minute swap session when students can exchange nations should they desire.
- Use a variety of nations from all regions of the world, some well-known, some not so well known, depending on the age and ability level of your students.

SECOND: Students prepare a NATION FOLIO. A nation folio can include many different kinds of information. Some suggestions are:

- A MAP or series of maps of the nation including details the instructor chooses as important e.g. capital and other political features, physical features like rivers and mountains, a tourist map with points of interest, a map showing the location of the nation as part of its continent etc.
- A FACT SHEET. Ask students to devise a fact sheet with questions they feel are important to answer in order to know about a nation. With younger students develop a fact sheet appropriate to their ability level.
- A PASSPORT. Emphasize to students that they are role playing. They are citizens of their nation. A passport is a proof of citizenship in a nation. They should design and create a passport. It might include:
 - a seal or symbol of the nation on the cover.....the flag?
 - information about the holder...place of birth, date of birth, a physical description, the home address, and occupation. Remind students to role play and to describe a person typical of their nation.
 - a picture of the holder. Suggest students use their little school pictures, bring one from home, or take black and white snapshots at school.
 - a list of restrictions on travel or regulations on the use of the passport.
 - several blank pages for visas.

THIRD: Students prepare a "BRIEFING" on their nation.

- Using a variety of sources*, have the students present a short talk on their nation. The point of their talk should be to brief the class on the special attractions of their nation which might draw people from other nations to visit. They can:
 - display their passport and explain the origin of the seal/flag/symbol used on the cover.
 - dress up in costume typical of their nation.
 - play music, bring food, display items etc. from their nation either real or created.
 - show pictures depicting the tourist attractions of the nation.
- Video taping these presentations is an incentive for students to do well and to be prepared.

FOURTH: Students will TRAVEL. To go to a foreign nation one must have proof of citizenship (passport) and permission to enter that nation (visa). Some nations require permission to leave or an exit permit as well.

- Have students decide on an itinerary. Where do they want to travel based on the briefings they heard? Limit them to three or four nations at most. What do they want to see in each nation? How long do they want to stay?

- Decide which nations in the class are most requested. Appoint the students representing these nations AMBASSADORS.
- Have the class develop visa application forms. What information would you want to know before letting someone in your country? Write for several from different nations to use as models. Run-off visa forms for each ambassador
- Each ambassador should develop a visa "stamp" for their nation. Explain that in earlier times, real stamps like we use to send letters were used in passports. Now, it is much more common to use rubber stamps with signatures.
- Have students fill out the visa forms using their role. Let the ambassadors decide whom they will accept and whom they will not.
- When everyone's passports are in order, let students travel. Divide the classroom into "nations" where the ambassadors check passports for the correct visas, and then allow students to "tour". Touring could include eating ethnic food, listening to ethnic music, seeing books, pictures or a display about that nation, a video etc.

INTEGRATING GEOGRAPHY ACROSS THE ELEMENTARY CURRICULUM

The following are suggestions to help the elementary school teacher integrate geography into all subject areas. Use these ideas not only during Geography Awareness Week but through out the entire school year. Many come from Debbie Robertson, College Station ISD.

MATHEMATICS:

- Discuss the international origins of modern mathematics. Who are some famous mathematicians? Where are they from? Discuss the early number systems and their origins, contributions from long - dead civilizations that affect us today!
- Discuss economic systems found in other countries. Learn the names of the currencies of different nations. Convert \$\$ to these other currencies e.g. £ and ¥ as a lesson on ratio. Look at economic trade between nations in this context.
- Graph all sorts of information in many different ways: population, vegetation, agricultural output, labor, products, imports, exports in pie charts, bar graphs, line graphs etc.
- Latitude and longitude is a grid that can be taught taught in Math as coordinates. It is also useful in learning to make maps.

SCIENCE:

- Look at climate in global terms. Where else in the world is the climate like that of your region? What factors affect the climate in your area and in these other locations? What makes it rain? Compare the average yearly temperature of your town to average high and low temperatures. Use climagraphs.
- Look at famous scientists throughout history. Where are they from? Map their place of birth.
- Investigate unique animal groups found in other parts of the world. Map the distribution of species. Are some animals rare and some common? What factors affect animal population?
- What causes the seasons? Why do days become longer in the summer and shorter in the winter?
- What is the physical geography of your town? What long term processes affect this? Short term?

LANGUAGE ARTS:

- Read books from other countries that are famous in our country. Your librarian can make suggestions of books and authors appropriate to your grade level. Invite a "story teller" to come and read one to your class.
- Point out words used in English that come from other languages and countries. Discuss the origin of English.
- Read a story in English and have a native speaker read part of it in its original language. A good story to use would be Le Petite Prince, commonly available in both English and French.
- Introduce students to famous authors they may be familiar with and their native country. Use maps and pictures as much as possible. Where do many of our nursery rhymes come from? Fairy tales?
- Arrange for your class to have pen pals from another place, either in the United States or in an English speaking foreign nation. Propose topics students can write about that will draw their attention to the similarities as well as the differences between places.

PHYSICAL EDUCATION:

- Learn folk dances from other lands.

•Play games originally from other nations e.g. hopscotch, darts, kickball, soccer from the United Kingdom; dominos from Egypt; tic-tac-toe from the ancient Roman Empire. A good source of ideas is Games of the World available through UNICEF (\$14.00, Call 800-553-1200)

MUSIC:

•Play music from different regions of the United States and the world: Africa, Latin America, Asia, aborigine music from Australia, hula music from Hawaii, Country and Western, Bluegrass, Cajun music etc. Ask students which music sounds similar, which sounds very different, which they like, and why. A variety of music may be available through your local library.

•Investigate the origin of musical instruments. Where are bagpipes played? Accordions?

•Have students identify famous composers. Where were they born? Where did they compose their best known music?

•What are the origins of modern American music? Trace the development of rock and roll from jazz and Latin American and African music.

•Have students learn a folk song in another language.

ART:

•Continue the theme of investigating WHERE by looking at well-known artists and their origins.

•Show students examples of folk art from around the world. Ask them to pick one style to replicate. Asian art is especially interesting to young people.

•Look at well known pieces of art found in famous museums e.g. Hermitage, Louvre, the Vatican.

GEOGRAPHY AWARENESS WEEK
ACTIVITY IDEAS

November 13-19, 1988

Texas Alliance for Geographic Education

GEOGRAPHY AWARENESS WEEK ACTIVITY IDEAS

TEXAS ALLIANCE FOR GEOGRAPHIC EDUCATION

**Geography:
Passport to the
World**

**In Your Class
and Throughout
the School**

**In Your
Community**

Nationwide

November 13-19 has been designated as the second annual national Geography Awareness Week. The purpose of this week is to focus national attention on the importance of geography in preparing American citizens for the future in a world increasingly interconnected and interdependent. This year's theme, **Geography: Passport to the World**, reflects this concern. Geography Awareness Week is just one step toward a resurgence in the study of geography, a subject long neglected in our classrooms.

You can play an important role in the attainment of this vital goal. The **Texas Alliance for Geographic Education** invites you to participate in the state-wide celebration of GAW. This pamphlet contains just a few ideas to get you started. Be innovative, and have fun!

There are many ways that you can celebrate Geography Awareness Week. Many of the activities in this idea packet will work very well within your own classroom, whether you teach social studies or not. Geographic studies can be integrated into many other subjects: math and the study of coordinates like latitude and longitude, language arts and stories about children in other lands with other customs, physical education with games and folk dances from abroad, science and a look at our physical environment and how we humans interact with it. Integrate geography into your other Essential Elements.

Make your class a school leader by campaigning on behalf of geography. Involve your whole school in GAW. One way to do that is through participating in the **POSTER CONTEST** (see p.2). Other school-wide activities are suggested as well.

Educators can make a difference in how their community thinks about important issues. Recent polls have shown the American public verges on geographic illiteracy. The same public is concerned with this fact and wants a change. They want to be better informed about **WHERE** in the world things are and **WHY** world events occur, questions geography can help answer. Campaign within your community to enhance geography in the schools. Specific strategies are included.

National Geographic Society has published materials based on the idea that geography serves as a passport to the world. These materials include a "passport" lesson plan. To order the 1988 Geography Awareness Week packet, write to **GAW, National Geographic Society, Department 1681, Washington D.C., 20036**, or call **1-800-921-1330**.

Now, turn the page to begin to organize your Geography Awareness Week.

Geography

13-19 November 1988 Geography Awareness Week

Community Wide Activities:

- Encourage your city council, mayor, county leaders to issue **proclamations** for Geography Awareness Week. Write Governor Clements requesting that he proclaim 13-19 November GAW for the second year in a row.

- Research local issues, either alone, or with your classes. Brainstorm on what geographical issues are important today. Consider The Greenhouse Effect, growing garbage disposal problems, nuclear waste site issues, flood control, adequate water supplies, urban sprawl and land use, to name a few. Arrange for your class to **speak to your city council** on the importance of geographic awareness in your community.

- Ask to **address the school board**, with or without a few of your students, to display your efforts to combat geographic illiteracy. It might be a judicious time to request needed additional materials such as up-to-date maps, globes, computers and video equipment.

- Work with nearby tourist agencies and the Chamber of Commerce to plan a **geography-oriented promotional campaign** for your community.

- Ask a reporter from your local newspaper to write an **article** about the importance of geography education and about your school's plans to celebrate geography. Local **radio** stations are often very interested in covering such stories. Ask for the News Director. Check with the **t.v.** station in your locale as well. They are a tougher nut to crack, especially in urban areas, but be persistent. Think of how thrilled your students will be to appear on t.v. Hold a press conference to showcase your efforts and integrate the celebration with Language Arts E.E.'s. Even if you can't make the 6:00 news, ask a parent to volunteer to video your celebration to watch later. Be sure to check with your school district public relations director for assistance. They often have excellent contacts.

- Invite community members who use maps in their jobs to come to your class to **discuss their occupations**. Contact airline pilots, surveyors, truck and bus drivers, geologists, delivery services e.g. UPS, real estate agents, your local city/county planner or engineer.

School-Wide Activities:

- The Texas Alliance for Geographic Education is holding the second annual **POSTER CONTEST** to celebrate Geography Awareness Week. This contest is open to students in four categories: * K-3; * 4-6; * 7-8; * 9-12. Each school that chooses to participate has the responsibility of selecting one winner per category. Winning school entries should be submitted to the state-level competition by October 25. Prizes will be provided by the Alliance. For more details, and an entry blank, contact: **Department of Geography, Southwest Texas State University, San Marcos, TX. 78666, 512-245-2170.**

- Involve your school cafeteria in the fun of GAW. Ask the Food Services Director to highlight **Foods of the World** during the week of 14-18 November. Have students identify on a large map in the cafeteria the origin of the cuisine being consumed. Ask students to consider why regions of the world eat different kinds of food. Is it a function of preference, custom, economics, availability, physical factors such as soils and climate, or a combination?

- School wide **contests** are always stimulating and fun. Here are brief descriptions of a few. Let your students organize them for their schoolmates.

- Use **daily announcements** to pose mind-twisting **Geographical Trivia** questions each day.

- Ditto and circulate a list of tough **questions** for students to mull over. Leave clues to the answers around school in posters, maps, and other displays prepared by your classes.

- Using basic orienteering skills, directions and map-reading ability, organize a **treasure hunt** in your school playground. Hide an object. At recess, distribute instruction sheets and let the fun begin.

- Organize a **Bike Rally** along the lines of a car rally. Give students a sheet with several questions about your town, a map to guide their clue gathering, and set a time limit, say one hour to answer the questions based on their travels and map interpretation.

- Assign students to collect illustrations of different regions of the world. Good sources are old National Geographic and Sierra club calendars and magazines. Organize a **Where in the World?** display in a hall way and let students guess the locations

- Organizing a school-wide **geography fair** is both memorable and worthwhile. Meet with other teachers to plan activities across the curriculum. Part of the fair could be an **international costume day**.

Geography: Passport to the World

Location Place Human-Environment Interaction Movement Regions

GEO-Calendar

Prepare a calendar for the school year (or what is left of it) with 365 Geography Facts. Assign students to prepare the facts and illustrate the pages of the calendar booklets. Some computer software is designed to assist with calendar construction. Ask one of your computer whizzes about this.

GEO-Sports

A long term, all-Fall project which would keep student's geographically aware is to follow the travel of a favorite sports team on a large map of the US. Ask individual students or teams to take responsibility for tracking the team. Note where the team is traveling. Use yarn the color of the opposing team to mark their visits to the home stadium.

GEO-Placemats

Make "My State", "My Nation", or "My Continent" placemats by laminating map work in the form or shape of the state for a placemat. Clear contact paper may also work if you do not have a laminating machine. You can assign older students to pick a state or nation to feature on a placemat, and use these in visual quizzes asking students to identify political entities by shape.

GEO-Neighborhood Maps

Have students make a large-scale map of their neighborhood. A 1-4 block area would work nicely. Ask them to develop the symbols needed to show the locations of important landmarks such as unique buildings, streets, fire hydrants, school crossing guard posts, bike racks etc. Older students might transfer such a map onto the playground for younger students to use to learn about their environment. High school students might construct a population replica of the world on a playing field. Let each student represent a set population. Outline the continents and assign students locations. Take a picture from the Band Director's tower.

GEO-Roots

Survey your classes to determine their family's roots. Display a large map of the world and by using yarn and/or little flags, note the countries from which your students' ancestors migrated. Modify this idea to fit your E.E.'s. For US History, use a map of the US and/or Texas to note the point of origin of your student's parents, grandparents, and great-grandparents. What trends emerge? Rural-urban migration? Movement to the Sunbelt?

GEO-Garbage

Use Geography Awareness Week to promote an understanding of the delicate balance that exists between man and his environment. Ask students to discuss the implications of the Greenhouse Effect: global warming trends, rising sea levels, shifting agricultural regions, the necessity of finding alternative sources of electricity. Have students monitor their garbage output for a week. Where does it go? What solutions must the world community seek to remedy these problems?

It's A Small World After All

Stress global interdependence and interconnectedness during this week. Ask students to catalogue where many of their possessions come from, and to map the information. Explore the geographical origins of aspects of our culture: food preferences, holiday customs, religion, language, architecture, methods of doing business, dating and marriage traditions, clothing, music etc. Emphasize the "borrowed" aspects of our modern culture. What have we borrowed from other cultures? What have other cultures borrowed from the US?

GEO-Enjoy!

Whatever you do for Geography Awareness Week, enjoy it with your students, your colleagues and your community. This collection of ideas was gleaned from a variety of sources including: Pat St. Peter, Mn. Alliance, Cathy Riggs-Salter, N.G.S., Association of American Geographers, Journal of Geography, Geography Awareness Week Packet, 1987.

Prepared by Sarah Bednarz, Texas Alliance for Geographic Education, Department of Geography, Texas A&M University, College Station, TX 77843-3147. For further information about the Alliance, contact her or Dr. Richard G. Boehm, Department of Geography, SWTSU, San Marcos, TX 78666.

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